

2026 Annual Implementation Plan

for improving student outcomes

Seaford Primary School (3835)



Submitted for review by Charlotte Wilders (School Principal) on 27 January, 2026 at 08:32 PM
Endorsed by Debby Chaves (Senior Education Improvement Leader) on 09 February, 2026 at 04:42 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Embedding	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources

Future planning for 2026	<p>Overall, the school has made steady progress against the 4-year goals, with clear growth in staff capability, curriculum clarity and instructional consistency. The strongest gains this year were in phonics, where student outcomes improved from Term 1 to Term 4 through explicit instruction and targeted small-group intervention. Teachers also embedded key elements of the VTLM 2.0 explicit teaching model into planning and lesson delivery, and classrooms now operate with more predictable structures that support sustained cognitive engagement. Daily Review practices are developing, but not yet embedded. Progress in curriculum development has been positive, with Curriculum Maps in both Literacy and Numeracy now established. Staff understanding of these maps has grown, and knowledge of the VTLM 2.0 has strengthened, supported by professional learning and staff who have already attended training. The next step is to build confidence and consistency in using formative assessment to adjust teaching, check for understanding and plan weekly learning sequences. This area is still emerging and has limited the school's ability to implement individual learning goals and student self-tracking routines. Data literacy also progressed, with leaders facilitating termly data discussions and updating team assessment schedules. However, improvements have largely been concentrated among senior and middle leaders. Teachers are beginning to engage in formative assessment, but they are not yet using evidence reliably to inform real-time adjustments or inquiry-cycle conversations. Some students in some classes are engaging in self-reflection against success criteria, but this is not yet a whole-school practice. Where KIS were implemented effectively, positive impacts were</p>
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	<p>seen in phonics growth, more consistent lesson structures, and clearer curriculum sequencing. However, outcomes linked to formative assessment and goal-setting did not shift as expected because the underlying practices were not sufficiently embedded. Implementation efforts next year would be best directed toward consolidating formative assessment strategies that drive planning and real-time instructional adjustment, strengthening teacher and leader data literacy through whole-staff professional learning, embedding Daily Review routines more consistently, and using Curriculum Maps more deliberately to support weekly planning and progression decisions. Selecting KIS that reinforce explicit teaching, data-informed instruction and effective use of formative assessment will provide the strongest foundation for continued improvement in student outcomes in 2026.</p>
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
Enhance student learning outcomes.	Yes	<p>Reading targets:</p> <p>By 2029, increase the percentage of students achieving NAPLAN strong or exceeding Reading proficiency levels:</p> <ul style="list-style-type: none"> • Year 3 from 60% (2025) to 68% • Year 5 from 45% (2025) to 70% <p>By 2029, increase the percentage of Year 5 students achieving NAPLAN medium and high benchmark Reading growth from xx% (2025) to xx (placeholder target).</p> <p>By 2029, increase the percentage of Prep to Year 6 students assessed as At or Above expected level in Reading, against the Victorian Curriculum, from 75% (2025) to 84%.</p>	Build school wide consistency in the implementation of the VTLM 2.0.	Yes
		<p>Mathematics targets:</p> <p>By 2029, increase the percentage of students achieving NAPLAN strong or exceeding Numeracy proficiency levels for:</p> <ul style="list-style-type: none"> • Year 3 from 53% (2025) to 65% • Year 5 from 40% (2025) to 60% <p>By 2029, increase the percentage of Year 5 students achieving medium and high NAPLAN benchmark Numeracy growth from xx% (2025) to xx% (placeholder target)</p> <p>By 2029, increase the percentage of Prep to Year 6 students assessed as At or Above expected level in</p>	Develop and implement a guaranteed and viable curriculum aligned with the Victorian Curriculum 2.0.	No

		Mathematics according to teacher judgement, against the Victorian Curriculum, from 75% (2025) to 84%.		
		<p>Writing targets: By 2029, increase the percentage of students achieving NAPLAN strong or exceeding Numeracy proficiency levels for:</p> <ul style="list-style-type: none"> • Year 3 from 76% (2025) to 80% • Year 5 from 30% (2025) to 64% <p>By 2029, increase the percentage of Year 5 students achieving medium and high NAPLAN benchmark Writing growth from xx% (2025) to xx% (placeholder target).</p> <p>By 2029, increase the percentage of Prep to Year 6 students assessed as At or Above expected level in Mathematics according to teacher judgement, against the Victorian Curriculum, from 73% (Sem 1, 2025) to 82%.</p>	Develop and implement a consistent approach to diagnostic formative and summative assessment across all learning areas	No
Strengthen student wellbeing outcomes.	Yes	<p>By 2029, increase/decrease the Years 4-6 percentage positive endorsement of the AtoSS factors:</p> <ul style="list-style-type: none"> • Managing bullying - increase from 72% (2025) to 84% • Experience of bullying - decrease from 38% (2025) to 20% 	Develop and implement a whole school approach to activating student voice and engagement.	No
		<p>By 2029, improve student attendance and absence rates as per the following:</p> <ul style="list-style-type: none"> • Decrease the percentage of students with 20 or more absence days from 55% (2024) to 39% • Increase the student attendance rate from 87% (2024) to 90%. 	Embed multi-tiered systems of support that enhance student wellbeing and inclusion.	Yes

		<p>By 2029, increase the Years 4-6 positive endorsement of the AtoSS factors:</p> <ul style="list-style-type: none">• Stimulated learning from 82% (2025) to 94%• Student voice and agency from 69% (2025) to 78%.		
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Define actions, evidence of change and tasks

Goal 1	Enhance student learning outcomes.	
KIS 1.a	Build school wide consistency in the implementation of the VTLM 2.0.	
Actions	Build teachers' consistent use of the school's instructional model: (Lead in and I Do Phase).	
Evidence of change	<ul style="list-style-type: none"> - Learning intentions and success criteria are documented and visible. - Talking partners are evident during lesson openings with high participation. – Learning Walk. - Planning clearly identifies the I do phase. - Lesson plans include think-alouds, worked examples linked to success criteria. - Observations show sustained student focus during modelling. - Stimulating Learning. - Whiteboard routines are consistently referenced in planning and observed in lessons. - Checks for understanding are clearly identified within the I do phase. - Planning reflects monitoring of learning through checks for understanding. - Attitudes to School Survey: Student Agency; Self-Regulation - Staff Survey: Instructional Leadership - Observations of lesson pace 	
Tasks	People responsible	
PLC teams to utilise the curriculum maps to develop weekly plans to ensure essential knowledge is explicitly taught. (Learning Intentions and Success Criteria)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	
Teachers will plan lessons sequentially (using curriculum maps) into manageable chunks to reduce cognitive load.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	

Teachers deliver interactive explanations using predictable student responses systems, such as talking partners, whiteboard routines and sentence stems.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Teachers use strategies to check for understanding through agreed engagement norms.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Teachers will build explicit explanation and modelling through think-alouds.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Teachers will model with worked examples	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Goal 2	Strengthen student wellbeing outcomes.
KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing and inclusion.
Actions	Build teachers' consistent use of the school's instructional model (PCMS) to increase instructional time.
Evidence of change	<ul style="list-style-type: none"> - Specific positive feedback using value-based language is evident across classrooms. - Observations –pacing of lessons with clearly visible routines - Reduced frequency of low-level behaviour interruptions. - Value expectations are visible and consistently referenced in classrooms. - Attention signals and transition routines are consistently observed across classrooms. - Lesson openings and transitions are calm and predictable. - Students can explain expected behaviours using value-based language. - Attitudes to School Survey: Effective Classroom Behaviour; Sense of Inclusion - Staff Survey: Collective Responsibility

	<ul style="list-style-type: none"> - Behaviour responses consistently reference value expectations. - Re-direction and re-teaching support regulation to prevent escalation. - Behaviour responses are consistent across the school - Attitudes to School Survey: Self-Regulation; Sense of Safety
Tasks	People responsible
<p>Establish consistent classroom procedures and routines aligned to value expectations as part of Ready to Learn.</p> <p>Every classroom will explicitly teach and consistently use:</p> <ul style="list-style-type: none"> - Clear expectations for entering and exiting the classroom - A shared attention signal - Agreed routines for lining up and transitions - Non-contingent attention and active supervision are used to proactively encourage expected behaviour during routines and transitions. 	<input checked="" type="checkbox"/> All staff
<p>Encouraging expected classroom behaviour as part of Tier 1 PCMS practices</p> <ul style="list-style-type: none"> - Teachers consistently use non-contingent attention. - Teachers provide specific positive feedback explicitly linked to value expectations. - Tangible reinforcement is used where appropriate. - Opportunities to respond are intentionally planned to support engagement and regulation. 	<input checked="" type="checkbox"/> All staff
<p>Develop consistent Tier 1 responses to discourage inappropriate behaviour using agreed value expectations, supported by the school-wide Behaviour Matrix.</p> <ul style="list-style-type: none"> - Teachers respond to inappropriate behaviour using agreed PCMS responses outlined in the Behaviour Matrix, including: <ul style="list-style-type: none"> - Re-directing students to expected behaviours aligned to value expectations - Re-teaching value expectations - Providing choice to support regulation - Student conferencing where required - Responses are calm, predictable and focused on maintaining learning and wellbeing. 	<input checked="" type="checkbox"/> All staff

